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From: Jennifer Wallace
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STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

FOR IMMEDIATE RELEASE

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Grant Award to Professional Educator Standards Board Places Washington Among "Leading Edge" States

The Council of Chief State School Officers (CCSSO) announced today that the proposal submitted by Washington State's Professional Educator Standards Board (PESB) was among those from 7 states selected to participate in a 2-year pilot focused on transforming educator preparation and entry systems. CCSSO created the Network for Transforming Educator Preparation (NTEP), with commitments of support from 17 national organizations, to work with states deemed ready to take action in key policy areas to ensure all educators are ready on the first day of their career to prepare our students for college, work and life. Other states selected include: Connecticut, Georgia, Idaho, Kentucky, Louisiana, and Massachusetts. "These seven states are on the leading edge of making substantive changes in the policy and practice of educator preparation," said Chris Minnich, CCSSO Executive Director. Over the next two years, the PESB will receive grant funds to work collaboratively with preparation programs, state agencies, educator associations and others to improve the way we prepare our educator workforce. Governor Jay Inslee, Superintendent of Public Instruction Randy Dorn, and Student Achievement Council Executive Director Gene Sharratt submitted letters of support for Washington's participation in the project.

In December 2013 CCSSO released *Our Responsibility, Our Promise –Transforming Educator Preparation and Entry into the Profession*. The report contains ten recommendations that focus on three state policy levers: licensure, program approval, and data collection, analysis and reporting, to improve the way we prepare our educator workforce. The states participating in the pilot will use these recommendations as the foundation for their state action plans. In preparing for participation in the project, states conducted needs assessments related to the report recommendations. Washington State reported a strong foundation of rigorous and relevant standards and assessments for educator preparation and certification, with a system for continuous updating. The work ahead and focus of Washington's action plan for this pilot project will be design for transparent data systems to support continuous improvement and accountability of educator preparation as well as inform district hiring and workforce development strategies. In addition, Washington's action plan reflects concern for policy and guidance for a career-long continuum for educators, including high quality beginning teacher induction and mentoring, and supporting teachers and principals in continuously improving their practice and refreshing their professional knowledge throughout their careers.

"We are proud we were selected, and excited about this opportunity and the chance to work intently with these other states and the expertise brokered by CCSSO to accelerate progress here in Washington State", stated PESB Chair and National Board Certified Teacher Barb Taylor.

Link to CCSSO Release:
http://www.ccsso.org/News_and_Events/Press_Releases/Seven_States_Selected_to_Join_Network_for_Transforming_Educator_Preparation.html

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CCSSO Recommendations	WA Support	WA Status / Readiness
Licensure		
1. States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career readiness and critical thinking skills to a diverse range of students.	Yes, but for all states, this should be ongoing, not one time.	Washington has an ongoing cycle of review and revision of it's licensure standards and subject area certificate endorsements. Our knowledge and skills standards for teachers were revised in 2010 for teachers and 2013 for principals. In addition, as Washington State has adopted Common Core standards for students, we have opened relevant preparation standards and certificate endorsements for review and revision to align with them. The timeline for implementation by educator preparation programs, certificate standards and assessments actually exceeds the timeline for implementation in K-12 classrooms. We feel this is important given the urgency in ensuring our teachers can effectively support students in achieving Common Core standards. More updates are both underway and planned as additional Common Core Standards are released and adopted in Washington State. Our standards are also reviewed and revised as prompted by emerging research, evidence-based practices or policy priorities. For example, since 2010 we have revised teacher and principal licensure standards related to cultural competency, language acquisition, and STEM integration, as well as changes that reflect updates to INTASC standards. The work ahead involves capturing valid measures of practice and outcomes that can be linked back to standards as key for strengthening accountability.
2. States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple	Yes - WA leads the nation on	Washington is the lead state among 6 accelerated states in the 22-state edTPA consortium.

measures of educators' ability to perform, including the potential to impact student achievement and growth.	this	Washington also has second-tier ProTeach Portfolio, the first-in-nation portfolio assessment authored and scored entirely online. Results thus far encouraging and younger teachers are outperforming more experienced peers – a good indicator related to changes in preservice prep as well. Results from Gates-funded UW value-added study of whether teachers who have higher scores on ProTeach have higher student learning gains due next year. The work ahead includes a similar preservice performance assessment for principals.
3. States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.	Yes	Washington has a two-tier licensure system for teachers and principals. In addition, we are transitioning from a clock-hour based system of continuing education for licensure renewal to professional growth plans. The work ahead includes consideration of how to create career ladder / specialist designations for educators without resulting in their inequitable distribution based on local funding / ability to hire.
4. States will reform current state licensure systems so they are 1) more efficient, 2) have true reciprocity across states, and 3) so that their credentialing structures support effective teaching and leading toward student college- and career-readiness.	Yes	1) Implementing e-Certification this year will achieve greater efficiencies. 2) No one state alone can achieve this. PESB would welcome multi-state effort to address. Previous attempts by NASDTEC mainly document / clarify reciprocity, not advance or simplify it. WA has broader reciprocity than most because we base reciprocity on completion of approved program, not state licensure and we have means for teachers to complete online programs in other states. 3) PESB wants effectiveness metrics incorporated into licensure continuum – it's the purpose of the VAM studies on both the edTPA and ProTeach Portfolio

Program Approval		
5. States will hold preparation programs accountable by exercising the state's authority to determine which programs should operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous improvement. States will act to close programs that continually receive the lowest rating and will provide incentives for programs whose ratings indicate exemplary performance.	Yes	Washington wants to strengthen this. PESB holds full authority for program approval. Although we haven't had to disapprove a program since 2007, but have counseled several to close prior to Board action and also given "limited" approval, requiring intervention and followup review, to several programs. Programs with strong reviews receive priority when being considered for programs like Educator Retooling, Alternative Routes and Recruiting Washington Teachers. The work ahead involves annual program ratings on a growing set of indicators of program quality, related to program standards, to direct assistance, intervention or formal action.
6. States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.	Yes	Recent revisions to program approval standard IV – Program Design – reflect this in increasing expectations for duration and quality of clinical experience. PESB's workforce development agenda (see report – http://goo.gl/8ONr5) focuses on changing school district practices related to predicting future workforce need, establishing residency partnerships with preparation programs, recruitment and hiring.
7. States will require alignment of preparation content standards to PK-12 student standards for all licensure areas.	Yes	This should be, and is in Washington State, continuous work.
8. States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any approval or national accreditation recommendations.	Yes	This is the main focus of PESB's Program Support staff – common data tables provide ongoing understanding of programs and inform our technical assistance, intervention, and when necessary, Board action.

Data Collection, Analysis, and Reporting		
9. States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, the mobility of data across state lines, links to non-traditional preparation providers, and sharing candidate data among organizations and across states.	Yes	Data Quality Campaign evaluates Washington as having 5 out of the 10 state actions necessary for effective data use. Washington State is on the threshold on many of its goals related to data availability and use, and OSPI and PESB possess the political will and commitment to furthering progress.
10. States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.	Yes	Lack of capacity at preparation programs the most significant challenge here. PESB is providing considerable technical assistance to assist programs in establishing data systems and collecting common data elements. In addition to key candidate outcome data, continuous improvement IS the new accountability – our major focus is that programs be able to demonstrate how they use data to make improvements.